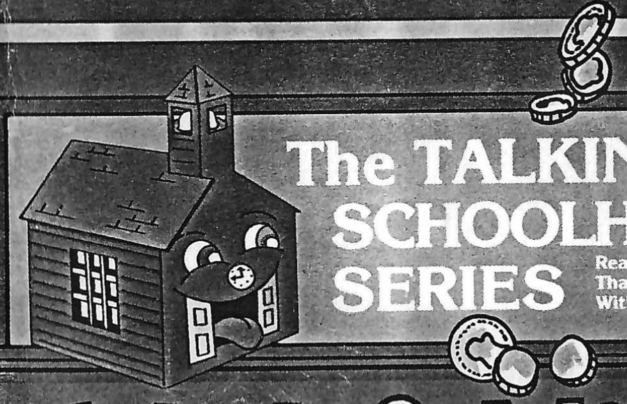
Software® Box 390, Westchester Avenue, Pound Ridge, NY 10576 (800) 672-6002 (914) 764-4104
se and Orange Cherry Software are trademarks of Multi Dimensional Communications, Inc.



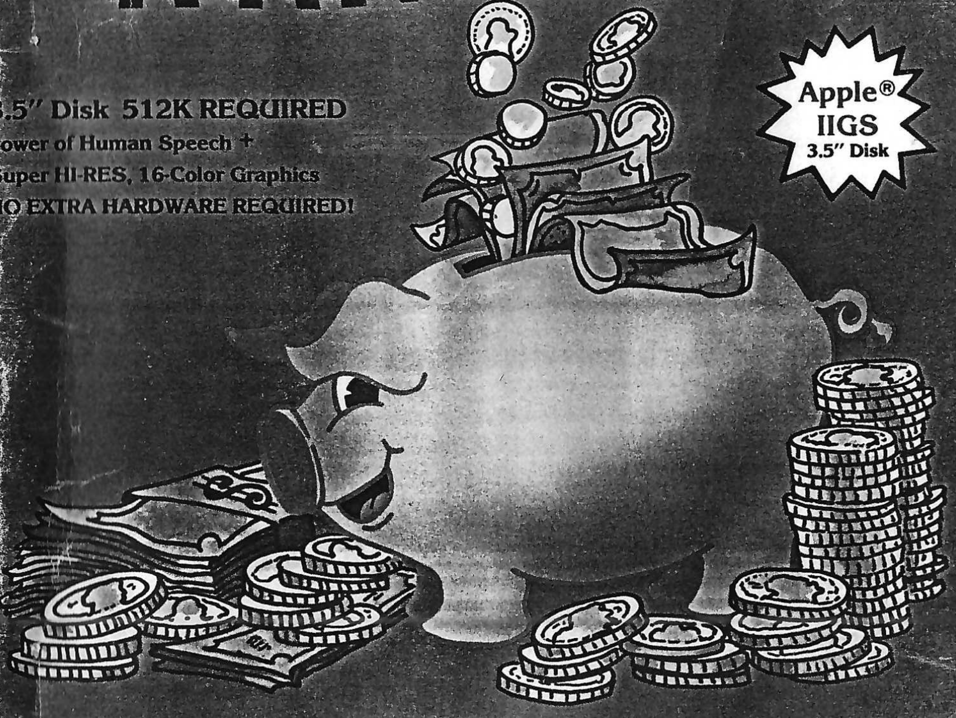
The TALKING SCHOOLHOUSE™ SERIES

Real Human Speech
That Teaches Basic Skills
Without Extra Hardware!

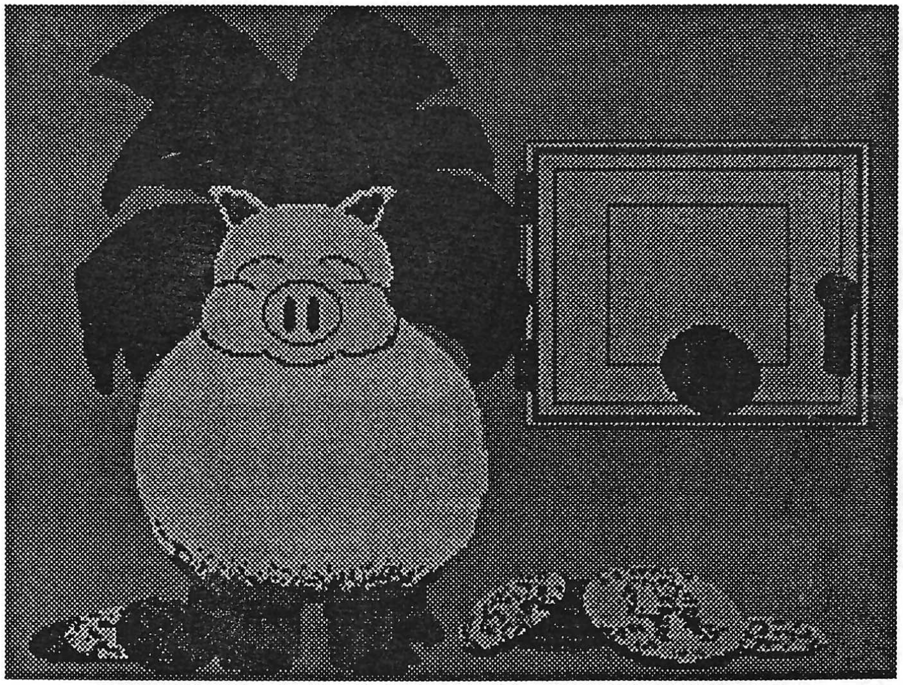
$TALKING MONEY$

3.5" Disk 512K REQUIRED
Power of Human Speech +
Super HI-RES, 16-Color Graphics
NO EXTRA HARDWARE REQUIRED!

Apple®
IIGS
3.5" Disk



Talking Money



This series consists of five parts on one 3.5" disk:

Money Talks
Money Values
Adding Coins
Adding Coins and Bills
The Cash Register

The Talking Schoolhouse Series

ulti Dimensional Communications, Inc. reserves all rights in **Orange herry Software**® and the **Talking Schoolhouse** ™ Series and these ames under copyright laws. U.S. Trademark Registration No. 1,240,912.

nauthorized reproduction, distribution, or display of this document is rictly prohibited. Copying, duplicating, selling, or otherwise distributiong is product without the express written permission of **Multi Dimensional ommunications, Inc.** are violations of U.S. Copyright Law and are ereby expressly forbidden.

range Cherry and **Talking Schoolhouse** are registered trademarks of **ulti Dimensional Communications, Inc.**

pple is a registered trademark of **Apple Computer, Inc.**

3M is a registered trademark of **International Business Machines orporation.**

andy is a registered trademark of the **Tandy Corporation.**

pple Computer, Inc. makes no warranties, either express or implied, egarding the enclosed computer software package, its merchantability, or s fitness for any particular purpose. The exclusion of implied warranties is ot permitted by some states. The above exclusion may not apply to you. his warranty provides you with specific legal rights. There may be other ghts you may have that vary from state to state.

pple II System Disk 3.1 is a copyrighted program of **Apple Computer, c.** licensed to **Multi Dimensional Communications, Inc.** to distribute for se only in combination with the **Talking Schoolhouse** ™ Series. **Apple** oftware shall not be copied onto another diskette (except for archive urposes) or into memory unless as part of the execution of the **Talking choolhouse**™ Series. When the **Talking Schoolhouse** ™ Series has ompleted execution, **Apple** software shall not be used with any other rogram.

Quickstart

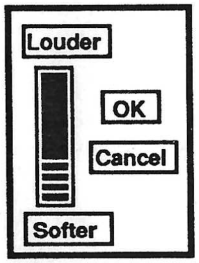
BOOTING THE PROGRAM

Talking Money is designed to run on the Apple IIGS (512K min. mem.) with a 3.5" disk drive. Insert the disk into the drive label side up, then turn on your computer and monitor. The program will boot automatically. To reboot at any point, press the control/open apple/reset keys simultaneously, then release.

MAIN MENU

When **Talking Money** has completed loading procedures, the Main Menu will appear on the screen, offering five sections to choose from: *A. Money Talks B. Money Values C. Adding Coins D. Adding Coins and Bills E. The Cash Register*. The user must click the mouse on the desired selection.

DIALOG BOXES



At the bottom of each screen there are black-and-white boxes labeled *Continue, Exit,* and *Adjust Sound*. These are dialog boxes that activate options available to the user. Clicking on *Continue* will move the program forward to the next screen. Clicking on *Exit* allows the user to quit a particular section and return to the Main Menu. Clicking on *Adjust Sound* brings up a larger dialog box containing a volume control bar and instructions. The user may click on *Louder* or *Softer* to set the volume at the desired level. Each click of the mouse will raise or lower the volume by one increment, and the user will hear "Louder" or "Softer" spoken aloud at the volume currently set. When the volume is set, Click the mouse on *ok* to return to the program screen.

Introduction

Talking Money is a five-part program on one 3.5-inch disk. It is designed to introduce money skills to children in kindergarten to grade 4. Young students will see accurate, highly detailed pictures of coins and paper money currently in use in the United States. They will be able to hear the names for the various units of currency and learn equivalent combinations of money. Quizzes test students' ability to determine the values of groups of coins and bills. Children will also be quizzed on their ability to determine the correct change for small purchases they make.

Talking Money utilizes the maximum capabilities of the Apple IIGS computer. Super high-resolution graphics and digitized human voice introduce young students to the financial world. They may choose from five different activity sections and run them in any order they wish. Teachers or students may set the volume at the desired level and change it in all sections of the program. The friendly voice of the narrator encourages students to engage in all of the different acitivities this program has to offer.

Talking Money uses a highly interactive approach toward teaching basic money skills. Explicit instructions are given by a digitized human voice, as children just beginning to learn about money may read at varying levels. Students use the computer mouse to choose the areas they wish to study and to indicate answers on quizzes. Correct answers are immediately rewarded and reinforced by a voiced congratulatory response. If students are incorrect, they are shown the correct answer. Scoring below 70% elicits a message encouraging students to review and try again.

Learning Objectives

Conceptual Objectives

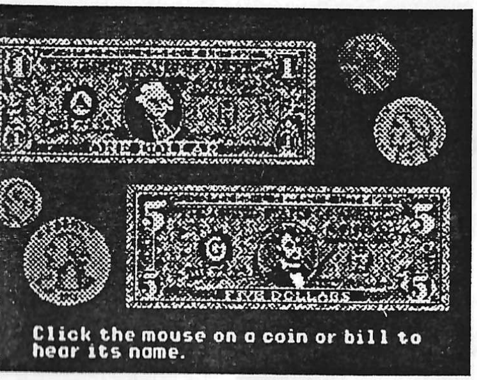
Through the use of this program, students will gain an understanding of the money values equated with coins and bills. They will learn the relative sizes of coins and come to realize that size does not denote value. Children just beginning to use money often have the misconception that they can buy more with coins that are larger in size. **Talking Money** will help clarify the exchange value of coins and bills, allowing students to determine what the correct change should before a sample purchase they make. Even the youngest children will begin to understand that money has value because it may be exchanged for things people need or want.

Skill Objectives

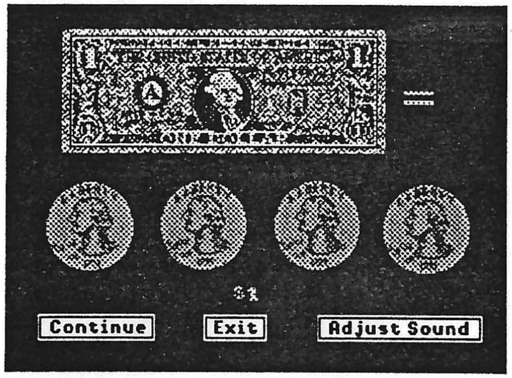
Talking Money will improve students' mathematical skills in the areas of addition and subtraction. The quiz format used in the last section of the program tests and reinforces their ability to calculate change by subtracting the price of objects from the money paid. Students will become proficient at naming and recognizing the values of currency in common use in the United States today. Skills involving the use of the microcomputer are also enhanced through the repeated use of this program.

Affective Objectives

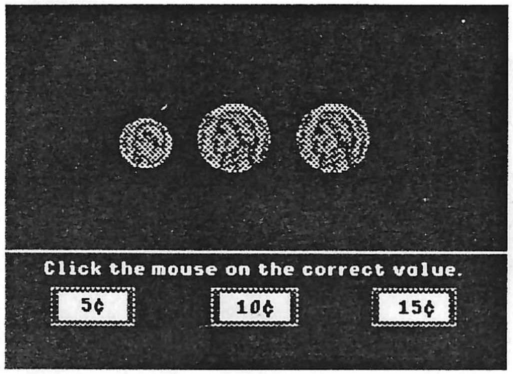
Students quickly learn that they have control over the direction of the program, as they must interact with the microcomputer for the program to advance. This approach allows students to progress at their own pace, which is less intimidating for young students or those having difficulty with the material presented. Correct answers receive immediate positive feedback, reinforcing self-esteem and accomplishment.


Click the mouse on a coin or bill to hear its name.

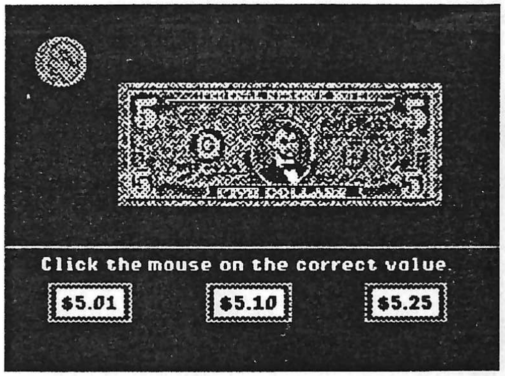
Money Talks introduces the names of coins and paper money. The student is presented with a menu consisting of representations of coins and paper money. Using the mouse, the student clicks on a coin or bill and hears a warm human voice saying the name of that rticular unit of currency. The student may review the nomenclature often as he or she wishes. When the student has mastered this ction, he or she may then click on *Exit* to return to the Main Menu.



oney Values illustrates the uivalent amounts of cur- ncy. The student uses the ouse to click on a coin or l. He or she is then shown t unit of money along with equivalent amount of ver-value currency. The rrator says the value on nts or dollars, and the value shown symbolically (i.e. 25c, $1.00). The student may choose to eat **Money Values** or return to the Main Menu, by clicking the use on *Exit*.

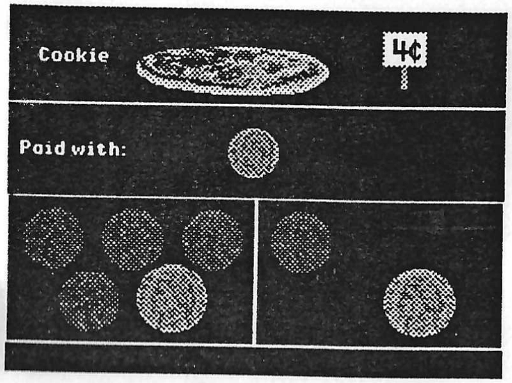

Click the mouse on the correct value.

Adding Coins challenges thestudent to find the correct numerical value for a group of coins. The coins appear at the top of the screen, and three choices appear below. The student clicks the mouse on the choice he or she thinks is correct. If the student is correct, the digitized voice responds with a congratulatory message. If the student is incorrect, the voice says, "Incorrect. This is the correct answer," and the right choice is highlighted. A score with reinforcing feedback is given at the end.


Click the mouse on the correct value.

Adding Coins and Bills takes the previous section to a more difficult level by adding paper money to the quiz. The collection of coins and bills appears at the top of the screen, and three possible answers appear at the bottom. As in the other section, the student must use the mouse to click on his or her choice. Correct answers are immediately rewarded; incorrect responses are indicated as such, and the correct answer is given. Students may then return to the Main Menu to begin another section of the program.

Program Description



The Cash Register tests the student's ability to calculate the correct change for small, simulated purchases. The object to be purchased is shown on the screen, along with the price of that object. The coins used to pay for the object are indicated. Two groups of coins are shown as possible change for the purchase. The student must decide which group is correct, then click the mouse on his or her choice to receive the correct change. If the student correctly answers the question, he or she is rewarded with a congratulatory verbal response. If the answer is incorrect, the computer responds by displaying the correct answer. At the end of the quiz section, the student is presented with a color-cycling score screen. If the student has earned a score of 70% or more, additional praise is offered. The student may then repeat this, or any other section, or quit the program.

Teaching Strategies

$$$ To introduce **Talking Money**, the teacher may begin by aking students what coins they know. Who are the people represented on coins? Is a big coin always worth more than a small coin? What *does* determine the value of coins? Ask if anyone in your class is familiar with paper money. How do you tell what paper money is worth? What is meant by the term currency?

$$$ Most of your students will have some familiarity with money from playing board games. What games do they know that use "play" money? Did the money closely resemble real money used in the United States, or did it differ in size, color, or denominations? How was money used in the games they know?

$$$ The teacher may wish to discuss money systems in other countries. Ask if anyone can name a type of foreign currency. What country is it used in? Is it worth more or less than a dollar? Is it worth less than a penny? What determines the value of one form of currency when comparing it to another? Do these relative values remain the same, or do they change?

$$$ Conduct a lesson on how our money system relates to the decimal system. What coins and bills would we have if we strictly adhered to the decimal approach, using only multiples of ten? Why do we have coins and bills with other values, such as nickels, quarters, or five-dollar bills? Bring up coins that are no longer made, but were once used in the United States in the past. These include two-cent, three-cent, and half-cent pieces. Ask your students why they think these coins were discontinued.

Teaching Strategies

$$$ Discuss the evolution of money and systems of currency. What is meant by the barter system? What are some of the problems associated with this system? Would you always be able to trade your goods directly for the goods you want? What if your product is perishable? Suppose you wished to trade a service? How might a group of people develop a standard for trade? Discuss how people in the past used cattle as a standard. For example, twenty spearheads might be worth one ox. Would every ox be identical in true value? If money were abolished today, what might Americans use as a standard? Have students tell or write about what they think life would be like without money.

$$$ To spark interest, the teacher may discuss the different forms money has taken in different cultures. Yap islanders use huge stones weighing hundreds of pounds as a form of money. What problems might arise from using this type of currency? In ancient China, stylized bronze knives and axes were used as money. See if your class can find the connection between this type of money and an earlier bartering system based on tools that were useful to everyone. Ask if anyone in the class has heard of "wampum." This money, used by some American Indians, was made of polished shells hung on belts. It was even used as money by early colonists. Feathers glued to ropes were used by natives of the Santa Cruz Islands. Japanese tree money had "branches" shaped like coins that could be broken off to make change. Salt was used to pay soldiers in ancient Rome. Ask if anyone has heard someone being referred to as "worth his salt," and see if students can find the connection.

Teaching Strategies

$$$ A project involving "play" money might be useful for reinforcing money concepts. Have students take turns role-playing shopkeepers and consumers in simulated transactions. Have shopkeepers decide what to sell and write prices on the board. Customers must figure out what combination of coins and bills they need to pay for items, and check to see if they've received the correct change.

$$$ Discuss budgets, allowances, and salaries. Ask if any students receive an allowance in exchange for doing chores around the house. Have them try keeping a simple record of the money they earn and the purchases they make. Students might try setting budgets for themselves or find new ways to earn spending money.

$$$ Ask the class if anyone has ever been involved in a fund-raising project for a club, school, church, or other institution. Did they sell a product or service? What was their goal, and did they achieve it? Were some people more successful than others? Why?

$$$ Discuss the use of money in vending machines, video games, etc. What experiences have the children had with such machines? How does the machine distinguish between one coin and another?

$$$ To coincide with the presentation of this program, teachers may wish to organize a class trip to a numismatic museum, a mint, or banking institution. How is money printed? What steps does the government take to prevent counterfeiting? What are savings and checking accounts, and how do they work? How does a bank earn the interest it pays? What is credit and how does it work?